ED 067 188 **THE RURAL EDUCATION IMPROVEMENT PROJECT. OVERTON COUNTY, TENNESSEE, FIVE-YEAR COMPREHENSIVE REPORT (JULY 1, 1967-JUNE 30, 1972).**
EDWIN B. GARRETT, COMP. OVERTON COUNTY BOARD OF EDUCATION, LIVINGSTON, TENN. 72. 55P.

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ABSTRACT

Prepared by the Overton County Rural Education Improvement Project Director for Overton County, Tennessee, this 4-section report covers the period from July 1, 1967 to June 30, 1972. Section 1 provides demographic and school data including the current county population, industrial expansion in the county, 1967-72 school population, a map of Overton County and its schools, and a map of Tennessee. A report of school project interventions comprises section 2. Projects for communication skills development, family involvement, cultural enrichment, teacher education, nonprofessional aide service, and tool technology and integrated industrial arts are evaluated. Questionnaire responses made by 103 teachers and principals at an in-service session, 1968-69, are summarized in tabular form. A 2nd table displays the level of educational attainment of Overton County teachers comparing the years 1967 and 1972. Section 3, the evaluation of pupil achievement, contains a verbal and graphical presentation of pre- and post-testing in communication and computation skill development (K-12) and social studies and science (6-12). The financial report, section 4, discusses general and detailed disbursements and available funds for 1967-72. Table 3 in appendix A displays highlights of the project interventions, 1967-72. (HBC)

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FIVE-YEAR COMPREHENSIVE REPORT

(JULY 1, 1967 - JUNE 30, 1972)

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THE RURAL

EDUCATION IMPROVEMENT PROJECT

OVERTON COUNTY, TENNESSEE

Robert E. Moles
Superintendent
Overton County Schools

Edwin B. Garrett
Project Director

RC006443

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Section I

DEMOGRAPHIC AND SCHOOL DATA

A. Current County Population

Overton County is located in the north central part of Tennessee on the edge of a geological land formation known as the Eastern Highland Rim. Its land area encompasses 439 square miles which is inhabited by 14,488 people (1970 census). This figure represents a slight decrease in population since the 1960 census which showed 14,661. However, it would be reasonable to speculate that the population is now increasing due to a concentrated amount of industrial growth over the past five years.

The educational level of Overton Countians has risen slowly over the past decade. The 1960 census showed the overall educational level for citizens over 25 years of age to be 7.6; the 1970 census shows that this figure has risen to 8.3. The average educational level in Tennessee (1970 census) for the same age group was 10.6.

B. Industrial Expansion in the County

Industrial growth is much improved over the past years. Prior to the 1960's most of the jobs available were more suited to women. This resulted in large numbers of men not working and many wives serving as the family breadwinner.

However, in recent years there has been somewhat of a shifting in industry from north to south. Livingston and Overton County have been successful in attracting several new industries and encouraging their location

here. According to figures released in the 1970 census report 5,117 of the total population (14,488) are presently employed. This represents a working force of 35.3% of the total population. In past years, most available jobs have been in the textile industries and have been suitable to female workers. Statistics now show that of the 5,117 persons presently employed only 1,251 (24.5%) work in textile industries. Although figures are not available to substantiate the fact, it seems reasonable to assume that a far greater number of men are employed than are women, since the textile industries account for the major portion of jobs available to women.

Tourism is rapidly becoming one of the county's largest industries. Hundreds of hunters, sportsmen and travelers are attracted annually by the TVA lakes and state park. The tall mountains and deep valleys afford an abundance of natural beauty and provide ideal sites for hunting, camping, boating and hiking.

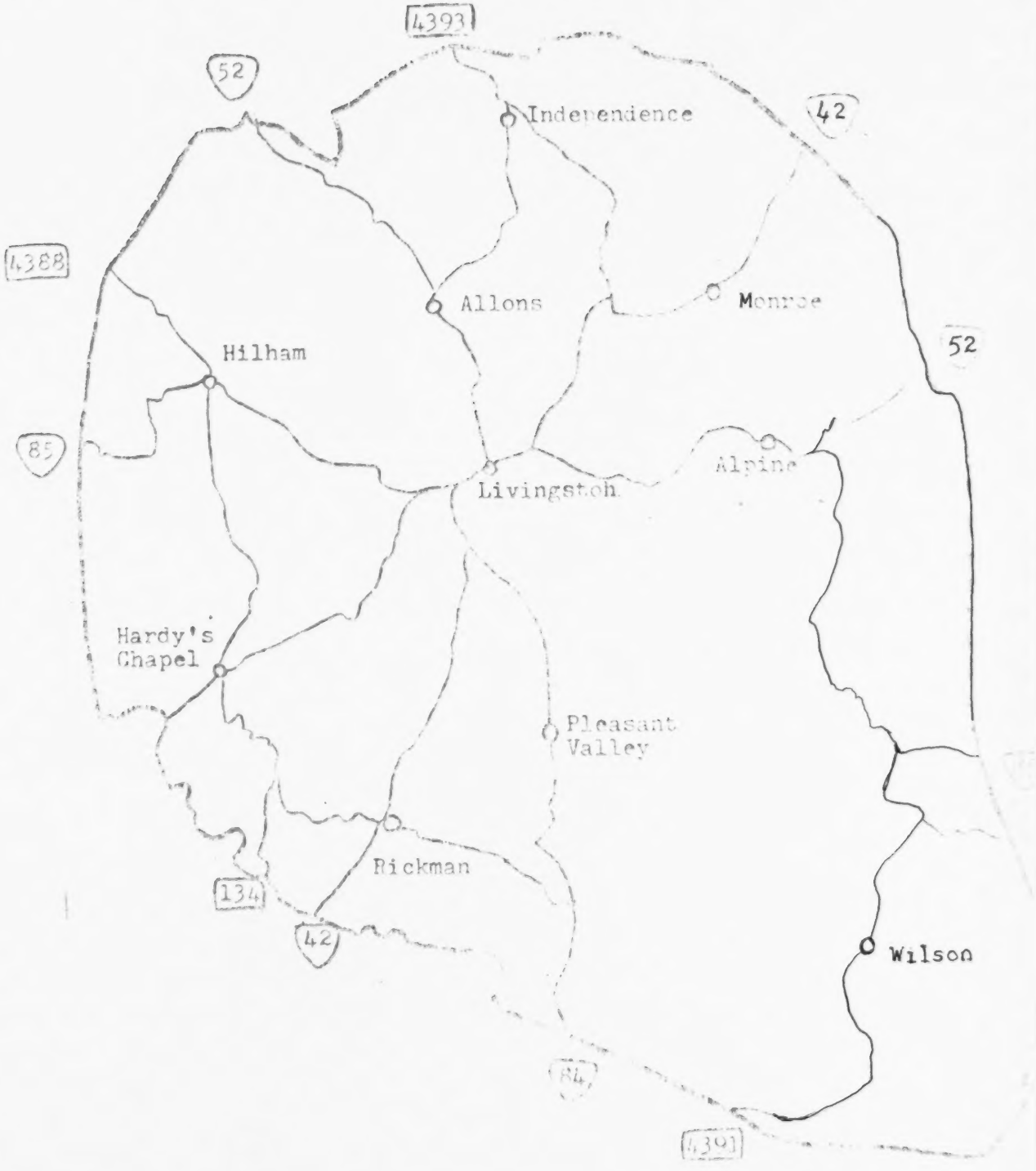
Further growth is enhanced by the fact that Rickman and Allons, two of our major school communities, have recently installed public water utilities systems thus breaking a long existing barrier to industrial growth in these rural areas. Two new highway projects, a by-pass around Livingston and a re-routing of highway 52 from Livingston to Allons, promise even greater inclination toward industrial growth.

C. School Population: 1967 - 1972

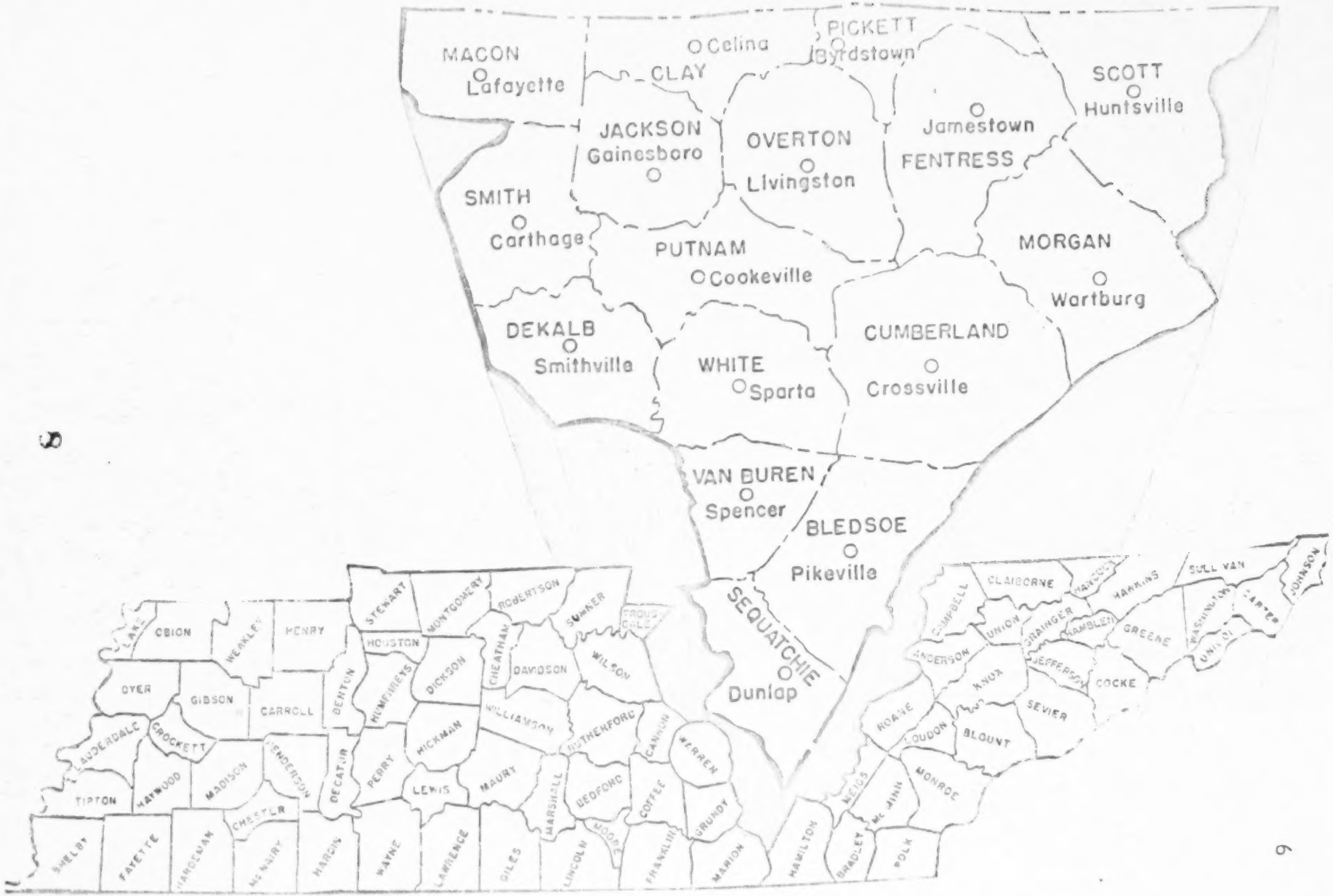
During the five-year period that REIP operated in Overton County, a total of 17,526 pupils were involved (9,143 boys and 8,383 girls). The total student population increased 7 per cent, from 3,362 the first year to 3,630 the final year. This represented a total gain of 268 children over the five-year period.

Year	Boys	Girls	Total
1967-68	1765	1597	3362
1968-69	1766	1579	3345
1969-70	1835	1708	3543
1970-71	1889	1757	3646
1971-72	1888	1747	3630
TOTALS	9143	8383	17,526
Ave. Per Year	1829	1677	3505

MAP OF OVERTON COUNTY AND ITS SCHOOLS



MAP OF TENNESSEE



SECTION II

REPORT OF PROJECT INTERVENTIONS

A. Communication Skills Development

B. Family Involvement

C. Cultural Enrichment

D. Teacher Education

E. Non-Professional Aide Service

F. Tool Technology and Integrated Industrial Arts

A. Intervention: Communication Skills Development

1. Strategies - Activities

a. Kindergarten classes available to all 5-year old children

b. Speech classes on the kindergarten level

c. Special reading classes for poor readers

d. Initial Teaching Alphabet method used at first grade level

e. Tool Technology and Integrated Industrial Arts introduced

2. Productivity

During the years of operation of REIP in Overton County high priority has been given to communication skills development. Various methods and media have been utilized to initiate programs to enhance greater skills in reading, speaking, writing and listening. Many of these efforts have been concentrated on the kindergarten level. Beginning with 11 kindergarten classes in 1967 the program has been designed to provide pre-school experiences for all children who met the age requirements.

Special instruction was offered by a speech teacher during the second and third years of the project. Her itinerary included special instruction for every kindergarten class in the county. Using a variety of teaching methods and techniques, she provided the children with experiences in communication skills development that had previously not

been available to them. Her objective was to develop "communication readiness" to the point where pupils could progress to the next level of learning (the first grade).

Tool technology was introduced at the kindergarten level also during the second and third years of the project. This program was well received by children and teachers alike and served as a means of "holding" that group of children from verbally impoverished environments and added new meaning to the school program for them, thus providing the teacher greater opportunity to develop interests in the symbolic skills of the language arts.

Thirty-two per cent of all first graders in the county are now being taught to read by the Initial Teaching Alphabet method. Beginning with two classes at Livingston Elementary in 1968, the number has been expanded to four. This method has proven most satisfactory to children and parents alike in that the difficulties of the traditional English are deferred until the child has gained the confidence of having learned to read successfully.

As early as 1966 Title I had launched a program of remedial reading. During the 1967-68 school year and until the present, both Title I and REIP worked cooperatively to continually expand the program. This final year, a total of 15 reading teachers and

a coordinator offered to children who were poor readers (K-12) a program to help overcome their deficiencies. Test results have shown very positively that this concentrated effort is paying dividends.

A variety of enrichment programs have provided experiences that have, no doubt, had an affect upon communication skills development. Children have seen performances of plays, ballets, musical programs and have taken enrichment trips.

3. Major Strengths

   a. Provided sufficient "communication readiness" for advancement to next learning level

   b. Increased interest in the aesthetics

   c. Narrowed the gap between the academic performances of the advantaged and disadvantaged pupils

   d. Concentrated efforts on early grades to prevent future problems

4. Major Weaknesses

   a. Lack of funds to provide necessary personnel and materials

   b. Cycle of cultural, social and economical deprivation difficult to completely break

   c. Facilities in many schools still inadequate

5. Future Plans

   a. Continue and expand reading programs presently in existance

   b. Continue kindergarten program to serve all children meeting age requirements

   c. Solicit outside help to maintain the cultural enrichment program

d. Continue i.t.a. classes and expand to other schools

B. Intervention: Family Involvement

1. Strategies - Activities

a. Enrichment programs at school

b. Home visits by teachers and the School-Home-Community Agent

c. Basic adult education classes provided for all who have need of such

d. "Clothing Bank" established and operated for needy families

e. Arrangements made for health services, free lunches and Welfare assistance when needed

2. Productivity

The importance of family involvement in the school program has been given close attention during the entire span of the REIP. The aspect of good school-home relations seemed at a low ebb in 1967; a number of factors were responsible. Not too far back in the past the one-room school was the center of activity in most Overton County communities. Often the teacher was a member of the community and lived there permanently or, if not a permanent resident, she usually boarded in a home near the school. In those days there was no big push for parental involvement or home visitation. These were normal, everyday occurrances that just "happened" without too much extra effort from anybody. But mass efforts of school consolidation wrought many changes in community structure. While more children were brought

together for school, families and communities were driven apart. Because of consolidation some communities became isolated, while some just "disintegrated." In many cases the school became a foreign place; to some even a hostile place where teachers and principals were viewed as strangers.

To help overcome the conditions described above several programs were initiated to "bring parents into the schools." Programs of enrichment were scheduled and parents invited to attend. When field trips were taken, parents usually acted as chaperones, helping the teachers. Preceeding programs and field trips, the School-Home-Community Agent visited as many homes as possible to encourage parents to be participants.

During the summer of 1968 a program of teacher visitations to homes was sponsored by Title I and spearheaded by the School-Home-Community Agent. Twenty teachers were paid to visit the homes of their pupils. The results were favorable and the teachers benefited as well as did the parents and children.

Another effective means of making contacts and establishing rapport with parents was the "clothing bank" which was operated in a spare room at the Superintendent's Office Building. Contacts were established with both the affluent who donated

clothing and the deprived who received them. This afforded an opportunity to relate the school program to two soci-economic groups.

Basic adult education classes have operated in 9 centers throughout the county for the past three years. As a result of attending these classes, many have been able to pass the General Educational Development (GED) Test and have received high school deplomas. Classroom teachers are certainly in a position to entice parents to visit the school and participate in school functions.

School officials have recently taken steps to strengthen school-home ties by making available to the disadvantaged a number of health and dental services provided by Project Concern. Many children have received free dental care and have been introduced to proper methods of tooth decay prevention. The Project Concern van locates at various schools and children and parents alike receive whatever medical or dental services they may require.

3. Major Strengths

   a. Enrichment programs providing a positive means of contact with parents

   b. Adult education programs successful and increasing in number

   c. Needs of deprived families being met and school ties strengthened

   d. Liaison services of School-Home-Community Agent successful in relating school programs

4. Major Weaknesses

   a. Enrichment programs difficult to schedule and finance

   b. No funds provided for future S-H-C Agent services

   c. Release teachers not available to make home visits

5. Future Plans

   a. Seek funds to sponsor cultural programs and events

   b. Continue and expand Basic Adult Education classes

   c. Provide means by which teachers may be released for home visits.

   d. Use all available media to communicate with parents

C. Intervention: Cultural Enrichment

1. Strategies - Activities

   a. Enrichment trips involving parents, teachers and pupils

   b. Lectures given in the schools

   c. Art exhibits and craft fairs attended by pupils and parents

   d. Programs of art, music, ballet and drama presented in the schools

   e. Trips taken to theaters for plays and films

2. Productivity

Disadvantaged youth in rural areas seldom have the opportunity to participate in cultural happenings. As a result, a lack of appreciation in music, art and the theater has long existed among the people. In an effort to overcome this lack of interest and to motivate a greater appreciation in the aesthetics, the enrichment program has been designed and carried out in a manner which provided a wide range of

experiences. Every child in Overton County has participated in this intervention.

Attempts were made to provide programs of enrichment not previously available to families in this area. Some of these were: A presentation of the "Nutcracker's Suite" by the Nashville Ballet Society, a performance by a professional Harpist from Memphis State University and chamber music played by the Brass Arts Quintet of Tennessee Technological University. Various other programs were presented some of which include: The Vagabond Marionnettes from Atlanta, Georgia, the Opera Theater and Workshop group from Memphis State University (Rumplestiltskin and Little Red Riding Hood) and numerous programs by the Southern School Assemblies Agency.

Field trips to provide cultural experiences for pupils and parents included travels to the Cumberland County Playhouse in Crossville for presentations of "Tennessee U.S.A.," "Pinnochio," "Step to the Music" and "Carrousel." These plays, directed by veteran playwright and actor, Paul Crabtree, exposed our people to a caliber of entertainment equal to that seen on the Broadway stage.

Visits to museums in Nashville, plays at Middle Tennessee State University in Murfreesboro, plays at the Children's Theater in Nashville and educational films at theaters in Livingston and Cookeville were among other enrichment trips planned and taken. In

most cases a number of parents attended as chaperons making this intervention an important instrument in promoting family involvement.

3. Major Strengths

   a. Provided experiences not previously available to most families

   b. Greatly enhanced the amount of family involvement

   c. Strengthened parent-teacher relationships

   d. Integrated high and low socio-economic groups

4. Major Weaknesses

   a. Severly disadvantaged most difficult group to involve

   b. Means of financial support not adequate

   c. Importance of program not fully realized

   d. Geographical location presents difficulty in scheduling programs

5. Future Plans

   a. Encourage individual schools to take the initiative in planning enrichment programs

   b. Solicit greater utilization of "outside" sources for financial support

   c. Establish more firmly cultural enrichment as a definite part of the curriculum

D. Intervention: Teacher Education

1. Strategies - Activities

   a. "Sensitivity" training given to all teachers

   b. Micro-teaching project initiated

   c. Encouraged continuation of teacher education by making funds available for college courses

   d. Cooperative efforts of Title I, REIP and COP allowed teacher aides to attend college part-time and work in schools part-time

e. Consultant services made available to teachers requesting such services

f. Promoted County Court - Board of Education visits to schools

2. Productivity

In keeping with the concept stated in the original project proposal that high priority should be given the classroom teacher and his instructional program, the teacher education intervention has been designed to allow for this priority to be met. To make teachers more perceptive to the emotions and needs of the pupils and to help assess their own personal and vocational lives a program of sensitivity training was initiated in the fall of 1968-69. Ten special consultants from various parts of the country were brought in to plan and conduct the 10 day session, 5 days prior to the beginning of school and 5 days throughout the school year. A total of 150 teachers were involved in the training session. Table 1 on page 25 shows a summary of responses made by 103 of the teachers who participated in the sessions.

The teacher education program has been responsible for the upgrading of the educational level of many Overton County teachers. When kindergarten classes were opened in 1967 none of the 11 teachers held kindergarten endorsement; none was required by the state. With the opening of school next fall (1972-73 school year) all eleven teachers in the

kindergarten program will have attained the K-3 endorsement now required by the state of Tennessee. Table 2, page 28 shows a comparison of the educational levels of teachers in 1967 as compared to that of 1972. REIP can be given credit for much of the progress shown in this table, not only in the area of kindergarten endorsement but in other areas of certification as well.

A micro-teaching project was instituted in 1969-70 as a means of improving teacher performance in the classroom. So successful was the project in Overton County that it was named fiscal agent for a three-county micro-teaching project for 1970-71. The other counties involved were Clay and Pickett. Results of the 1969-70 project were shown in the report that was submitted to the Danforth and Noyes Foundation for that year.

For the purpose of establishing rapport and improving public relations, the Overton County Court and the Board of Education spent two days visiting schools. Consultants from the State Department of Education, Middle Tennessee State University, Tennessee Technological University and the EIP office in Atlanta also attended the visits. School officials feel that a great deal was accomplished, especially in the direction of building a new high school. Many members of the County Court and the Board of Education had never been inside more than one or two

of the county's school buildings. Several admitted that they had no idea as to the condition of the existing school plants, not to mention what was going on inside.

Cooperatively, REIP, Title I and the Career Opportunities Program (COP) have, for the past three years, sponsored a program whereby aides work part-time in the schools and attend college on a part-time basis. Tennessee Technological University has helped by providing advisors and scheduling special classes for the aides to attend. Hopefully, this program will provide "high quality" teachers because upon graduation from the University they will also possess, in addition to the Bachelor's degree, a number of years experience by having actually worked in the schools and classroom. A total of 15 aides are participating in this program.

3. Major Strengths

   a. Educational level of teachers rising

   b. Attitudes toward innovation and change becoming more positive

   c. Possibility of a college education available to several who would never have attended

   d. Better programs of in-service education being planned and carried out

4. Major Weaknesses

   a. Teacher visitation to other schools and school systems still at a minimum

   b. Negative attitudes difficult to change

c. Financial resources below adequate to sponsor quality in-service programs

5. Future Plans

a. Initiate a "point system" whereby teachers may pursue interest areas for in-service training

b. Search for new sources of revenue to promote teacher education programs

c. Continue present teacher aide program and expand if possible

E. Intervention: Non-Professional Aide Service

1. Strategies - Activities

a. All schools provided aide services

b. Aides perform non-essential duties and receive classroom teaching experience

c. Helped alleviate the work of teachers with exceptionally high teaching loads

d. Supplemented skills and talents of classroom teachers

2. Productivity

Since the beginning of REIP in 1967 efforts have been made to provide each school with efficient aide service. By correlating the programs of REIP, Title I and finally the Career Opportunities Program (COP) the aide program has increased, especially over the past two years. This year a total of 28 aides worked in the 11 schools supplementing the efforts of the 171 teachers. This represents an average of approximately one aide per each seven teachers.

The program has been designed to provide essential help in the schools while insuring that the future

quality of available teachers will be high. Of the 28 aides employed this year, 15 are enrolled in the teacher education program at Tennessee Technological University. The practical experience gained while working in the schools and the course work stipulated by the University should provide the ingredients for top-notch teaching upon graduation.

There are no instruments available to measure the impact of this program upon the gains made by pupils in subject fields. However, it would seem reasonable that part of whatever gains are made from the time of the pre-test to the post-test be attributed to the non-professional aide and her work in the school.

3. Major Strengths

   a. Teaching loads alleviated by aides

   b. Field experience provided aides who are future teachers

   c. Skills and talents of aides supplement those of teachers

   d. Offers incentives for aides to continue higher educational attainment

4. Major Weaknesses

   a. Assignment of additional classroom work for aides

   b. Lattices for development need clarification

   c. More care needed in planning aides' duties

5. Future Plans

   a. Design lattices for systematic development

b. Arrange schedules to allow aides more time in the classroom

c. Seek additional sources of funding aide programs

F. Intervention: Tool Technology and Integrated Industrial Arts

1. Strategies - Activities

a. Introduced tool technology at kindergarten level

b. Industrial arts implemented into curriculum for 11th and 12th grades

c. Provided experiences in actual use of tools for kindergarten pupils

d. Provided experiences in all phases of house construction and remodeling

2. Productivity

Tool Technology was introduced to kindergarten pupils during the years of 1968-69 and 1969-70. An itinerant teacher was employed to direct the children in safety and the use of tools, to develop woodwork projects and to provide help for the teachers who carried on the work in his absence. Tool kits containing regular carpentry tools were made available to each class. The children learned to do their own hammering, sawing and measuring with an amazingly small number of injuries being reported.

The kindergarten teachers have done an excellent job carrying on the tool technology work in the absence of a regular instructor. They have learned that many meaningful experiences are to be gained through the use of tools in the classroom.

The integrated industrial arts program (building trades) was implemented during the 1968-69 school year. Most of the initial year was spent in purchasing equipment, planning the project and determining the location of the houses to be built. During the next three years two new 3-bedroom brick homes were constructed, the old shop building remodeled and converted into a modern dwelling house and a furniture van reworked and made into a portable shop to provide work space and a tool storage area. Approximately 120 junior and senior boys from Livingston Academy have participated in this program. They have gained first-hand experiences in every aspect of house construction.

Positive aspects of the building trades program have been manifold. In addition to the valuable, first-hand experience gained by the students, above-adequate homes have been provided for three low income families and the community has been improved in so doing. Results are that members of the community view the program favorably and encourage its growth and expansion.

3. Major Strengths

   a. Provides first-hand experience for the pupils in building trades

   b. Develops favorable attitudes between school and community

   c. Offers sources of community improvement

d. Offers meaningful experiences to children from verbally impoverished homes

e. Increases the holding power of the school

4. Major Weaknesses

a. Instructor needs additional help

b. Scheduling poses continual difficulty

c. Off-campus location bothersome

5. Future Plans

a. Begin two houses next fall

b. Obtain aide services for instructor

c. Design program to become fully self-supporting

d. Continue tool technology classes under the direction of the classroom teachers

SUMMARY OF EVALUATION-QUESTIONNAIRE RESPONSES TO ITEMS 1-10 MADE BY 103 TEACHERS AND PRINCIPALS AT THE CLOSE OF THE FIRST 5 DAYS (AUGUST 13-23) 10-DAY IN-SERVICE SENSITIVITY-TRAINING PROGRAM SPONSORED BY THE CUMBERLAND COUNTY RURAL EDUCATION IMPROVEMENT PROJECT, 1969-1969

	TRAINER GROUPS (T-Groups)										Total	
TRAINER NUMBER	1	2	3	4	5	6	7	8	9	10	10	Groups
NUMBER OF TRAINEES	11	10	7	11	12	11	8	15	9	5	103	Trainees

Directions: In what way do you think the workshop affected you in the following areas? Indicate the way in which the workshop affected you by writing in the blanks below the number of one of the following:

1. Much more difficult now..1
2. More difficult now. 2
3. About the same.....3
4. Somewhat easier now.....4
5. Much easier now.....5

1 Communicating more of yourself to others with whom you work:	Blank											= 1 = .01	
	1										1	= 0 = .00	
	2										2	= 0 = .00	=
	3	3	3	1	3		4		1		2	= 17 = .17	= About the same
	4	4	5	2	4	10	7	5	8	6	4	= 55 = .53	= Somewhat easier
	5	4	2		4	2		3	6	3	3	= 31 = .30	= Much easier now
2 Checking with others to test what has been communicated:	Blank								1			= 1 = .01	
	1										1	= 0 = .00	
	2										2	= 0 = .00	
	3	1	3	2	6		5	1	2	5	3	= 28 = .27	= About the same
	4	6	3	4	3	12	6	4	9	2	4	= 54 = .52	= Somewhat easier
	5	2	4	1	2			3	3	2	5	= 20 = .19	= Much easier now
3 Recognizing more behavior choices open to you in interacting with others:	Blank							1				= 1 = .01	
	1										1	= 0 = .00	
	2						1				2	= 1 = .01	= More difficult n
	3	3	4	1	2	2	2		3		3	= 20 = .19	= About the same
	4	7	4	6	7	7	7	5	8	7	4	= 63 = .61	= Somewhat easier
	5	1	2		2	3	1	2	4	2	5	= 18 = .17	= Much easier now

		TA										
4	Recognizing feelings in others that you had missed before:	1 2 3 4 5	2 6 3	2 4 4	2 3 2	1 6 4	2 4 6	3 7 1	1 2 5	1 7 7	2 6 1	1 5 3	1 = 1 = .00 = Much more dif.n 2 = 0 = .00 3 = 16 = .16 = About the same 4 = 50 = .49 = Somewhat easie 5 = 36 = .35 = Much easier no
5	Ability to face conflict and/or disagreement more openly:	1 2 3 4 5	3 7 1	2 7 1	2 5	6 4 1	3 6 3	1 5 4 1	1 6 1	1 2 7 5	2 5 3	4 5	1 = 2 = .02 = Much more diff 2 = 0 = .00 3 = 26 = .25 = About the same 4 = 55 = .53 = Somewhat easie 5 = 20 = .19 = Much easier no
6	Authenticity--responding to others in terms of who you are as a person and letting others respond in terms of who they are as persons:	1 2 3 4 5	1 1 9	1 1 6 2	1 2 4	2 6 3	2 9 1	4 5 2	1 5 2	1 3 6 5	2 7	1 6 2	= 1 = .01 = 1 = 0 = .00 2 = 2 = .02 = More difficult 3 = 18 = .17 = About the same 4 = 61 = .59 = Somewhat easie 5 = 21 = .20 = Much easier no
7	Keeping your behavior in line with your intentions so that others "receive" what you "send out":	1 2 3 4 5	2 9	7 2 1	4 2 1	2 6 1	4 7 1	5 5 1	1 5 2	4 10 1	4 4 1	2 7 1	1 = 0 = .00 2 = 2 = .02 = More difficult 3 = 35 = .34 = About the same 4 = 56 = .54 = Somewhat easie 5 = 10 = .10 = Much easier no
8	Acceptance of your feelings:	1 2 3 4 5	4 5 2	3 5 2	3 3 1	1 3 6 1	2 8 2	5 3 3	1 3 4	1 3 8 3	4 2 3	5 4	1 = 1 = .01 = Much more diff 2 = 1 = .01 = More difficult 3 = 28 = .27 = About the same 4 = 48 = .47 = Somewhat easie 5 = 25 = .24 = Much easier no
9	Willingness to take risks in communicating with others:	1 2 3 4 5	1 4 3 3	2 6 2	1 5 1	5 6	1 10 1	6 5	6 2	2 9 4	8 1	1 7 1	1 = 0 = .00 2 = 1 = .01 = More difficult 3 = 22 = .21 = About the same 4 = 65 = .63 = Somewhat easie 5 = 15 = .15 = Much easier no
10	Would you be interested in participating in another training experience of this type:	No Poss. Def.	1 4 6	1 4 5	4 3	5 6	1 11	2 7	5 3	1 6 8	2 7	3 6	No = 5 = .485% Poss.=36= . 35% Def. = 62 . 60% Total 103

TABLE 1 Continued

SUMMARY

1 =	4	.0043	= Much more difficult now
2 =	6	.0067	= More difficult now
3 =	210	.2265	= About the same
4 =	507	.5469	= Somewhat easier now
5 =	196	.2114	= Much easier now
0 =	4	.0043	= Left blank
	927 responses		

TABLE 2

THE LEVEL OF EDUCATIONAL ATTAINMENT OF OVERTON COUNTY TEACHERS COMPARING THE YEARS 1967 AND 1972

Level of Education	Men		Women		Total		Per Cent	
	1967	1972	1967	1972	1967	1972	1967	1972
Ph D	0	0	0	0	0	0	0	0
Master's Degree Plus 45 Hours	1	1	0	2	1	3	.7	1.8
Master's Degree	7	9	9	10	16	19*	10.7	11.1
Bachelor's Degree	26	45	72	81	98	126	65.3	73.7
3 Years College	5	2	17	13	22	15	14.7	8.8
2 Years College	2	1	8	7	10	8	6.7	4.7
1 Year College	0	0	1	0	1	0	.7	0
Less Than One Year College	0	0	2	0	2	0	1.3	0
Total	41	58	109	113	150	171	100	100

*This number will be increased at the beginning of the 1972-73 school year. Eight tenure teachers will receive MA degrees from TTU on August 26, 1972. There will then be 15.8% of the teachers holding Master's degrees.

SECTION III

A DIMENSION IN THE EVALUATION OF PUPIL ACHIEVEMENT - A VERBAL AND GRAPHICAL PRESENTATION OF PRE- AND POST-TESTING IN COMMUNICATION AND COMPUTATION SKILL DEVELOPMENT (K-12) AND SOCIAL STUDIES AND SCIENCE (6-12)

Only a limited amount of REIP funds was allotted in 1967-68 to a county-wide testing program. For this reason only kindergarten and grades 1, 3, 6, 8, 10, and 12 were tested. In 1968, however, a concerted effort was made to administer pre- and post- Metropolitan Achievement Test batteries to all the school aged children in the county. A total of 2,442 children in kindergarten through grade 12 took all of the subtests in the appropriate levels of the two Metropolitan 1968-69 batteries.

In the 5-year report, the base-line data derived from the 1968 fall testing of these 2,442 children are used with similar data derived in 1972 from 2,682 children in kindergarten through grade 12, who had taken all the appropriate Metro subtests in both 1972 and 1971, to identify academic achievement changes over the 4-year period.

The subtest areas included in the report are as follows:

Kindergarten: Readiness
Grades 1-8: Word Knowledge
Grades 1-2: Word Analysis
Grades 1-12: Reading
Grades 5-12: Language
Grades 11-12: Social Studies Study Skills
Grades 6-12: Social Studies
Grades 6-12: Science
Grades 3-12: Spelling
Grades 1-12: Mathematics Computation
Grades 3-8: Mathematics Concepts

Figures 1 through 11 graphically describe the findings. They are based on differences in pupil percentages at each of the nine stanine levels, with the broken line identifying the 1968 (fall) basis for comparison and the solid line indicating the achievement status of the children at the given grade level in 1972.

In the verbal report the percentages given for each of the subtest areas in each and/or all of the grade-level concerned were derived from the fall 1968 and the spring 1972 Metropolitan Test findings.* They are based on pupil percentages at each of the 4, 5, and 6, and 7, 8, and 9 stanine levels. The 1968 data are presented in the several graphs by means of broken lines; the 1972 data, by means of unbroken lines. (Figures 1 through Figure 11).

*The fall 1968 data consist of test finding for the 2,442 children in kindergarten through grade 12 who took all of the subtests of the two 1968-69 Metro batteries. The spring 1972 data, in like manner, consist of subtest findings for the 2,682 children in kindergarten through grade 12 who took all the subtests of the appropriate levels in both the 1971 and 1972 Metro batteries.

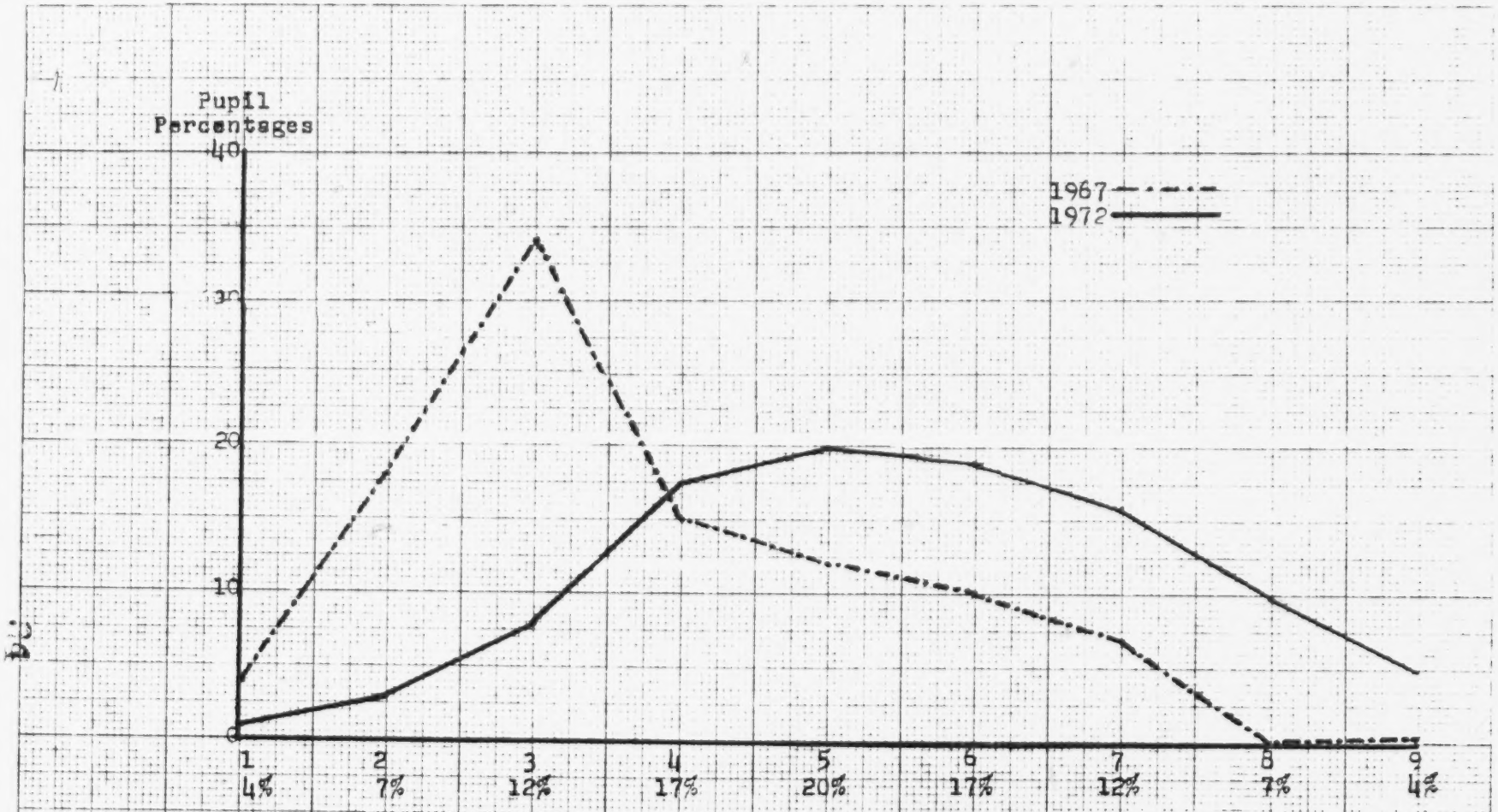


Fig.1.--Comparison of achievement on the Metropolitan Readiness Test, Forms A and B, made in the fall of 1967 by 114 Overton County Kindergarten pupils with the achievement made on Form B of the same test in the spring of 1972 (five years later) by 184 Overton County Kindergarten pupils.

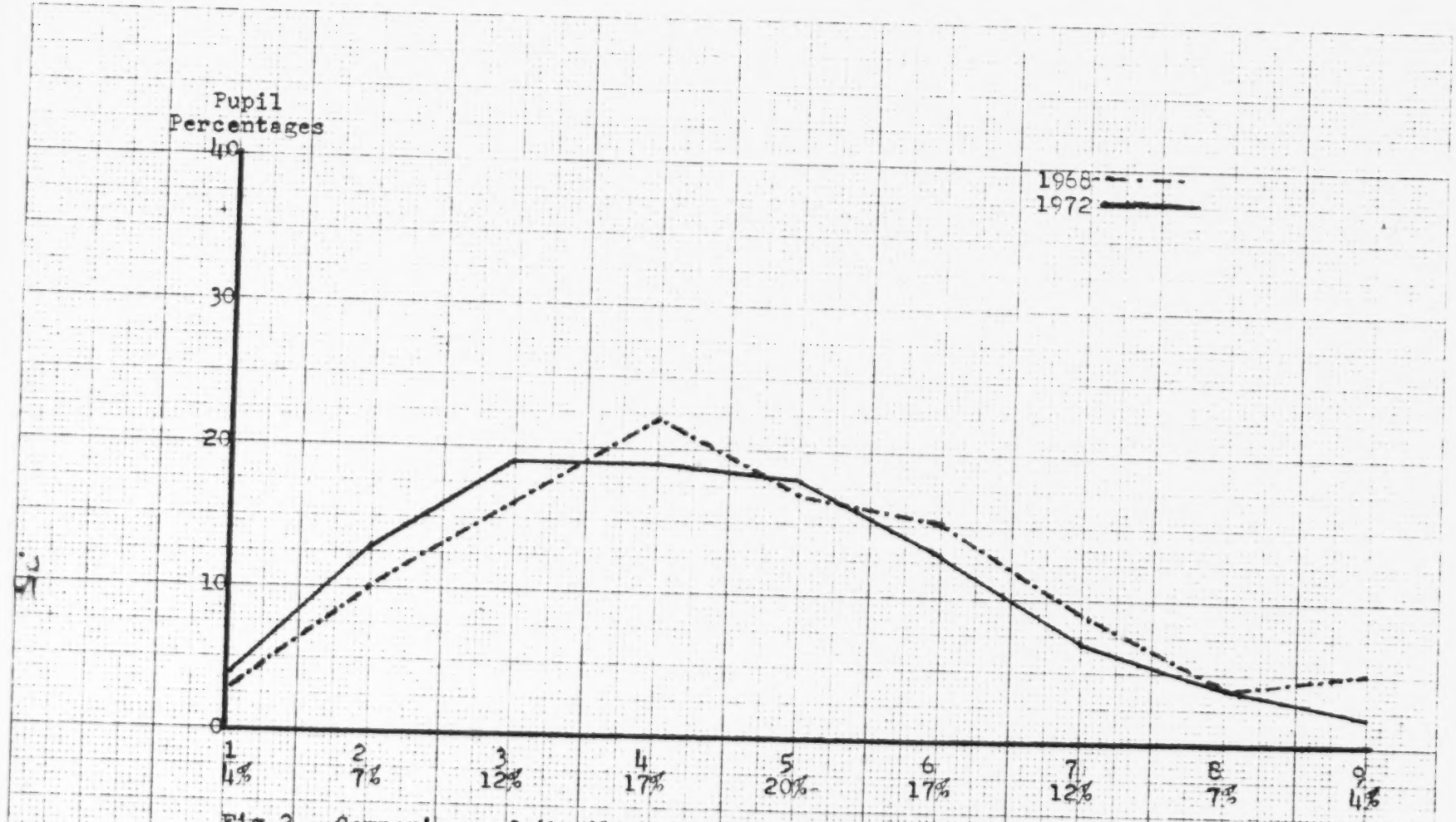


Fig.2.--Comparison of the Word Knowledge Mastery of 1,754 pupils in grades 1 through 8, in Overton County, Tennessee, schools, 1968 (fall), with the Word Knowledge mastery of 1,909 pupils in grades 1 through 8, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitna Achievement Tests, Forms A and F, and reported by differences in pupil percentages at each of the nine stanine levels

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Fig. 3.--Comparison of the Word Analysis mastery of 415 pupuils in grades 1 and 2, Overton County, Tennessee, schools, 1968 (fall), with the Word Analysis mastery of 508 pupils in grades 1 and 2, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and reported by differences in pupil percentages at each of the nine stanine levels.

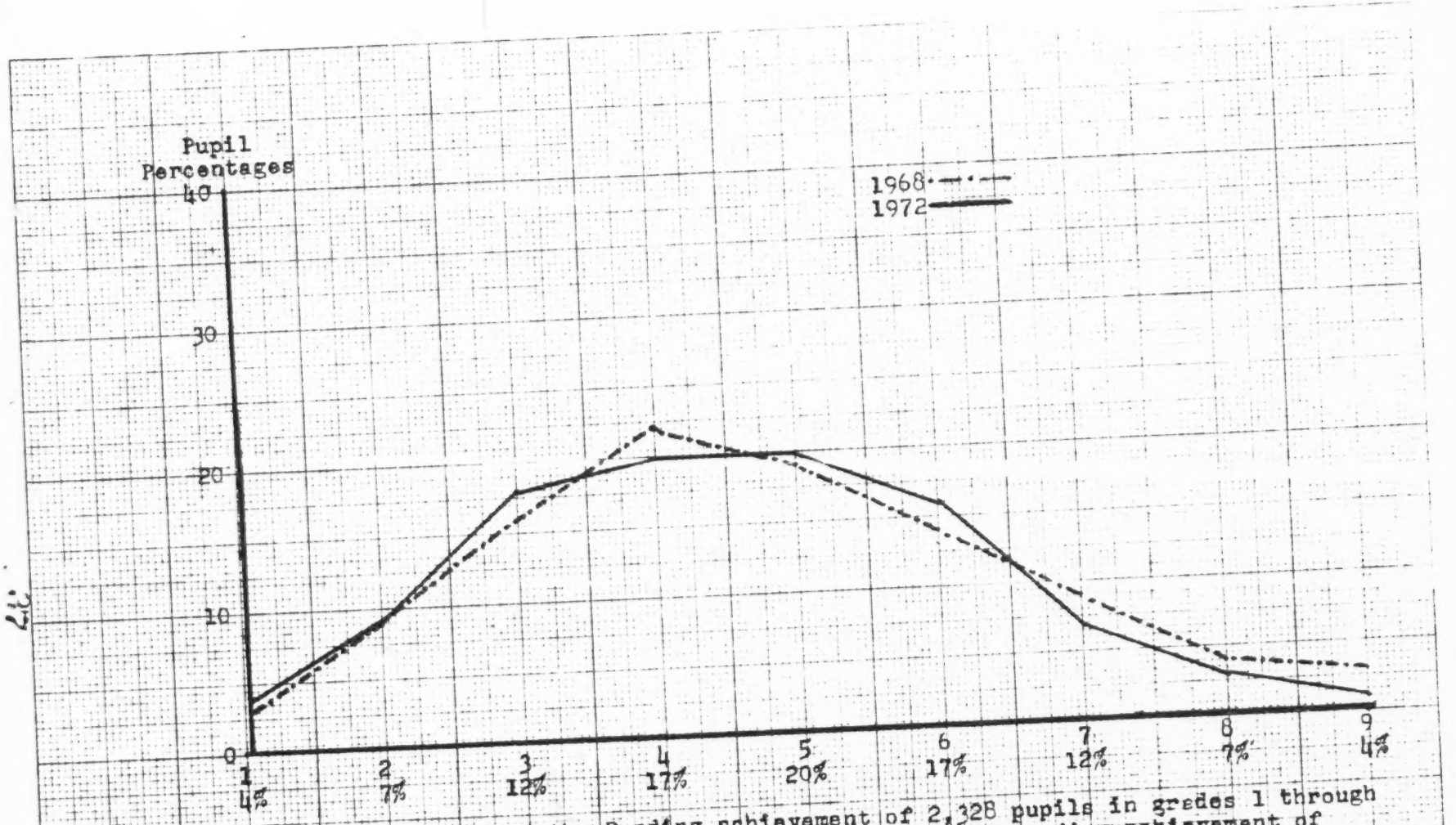

Fig.4--Comparison of the Reading achievement of 2,328 pupils in grades 1 through 12, in Overton County, Tennessee, schools, 1968 (fall), with the Reading achievement of 2,498 pupils in grades 1 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and reported by differences in pupil percentages at each of the nine stanine levels.

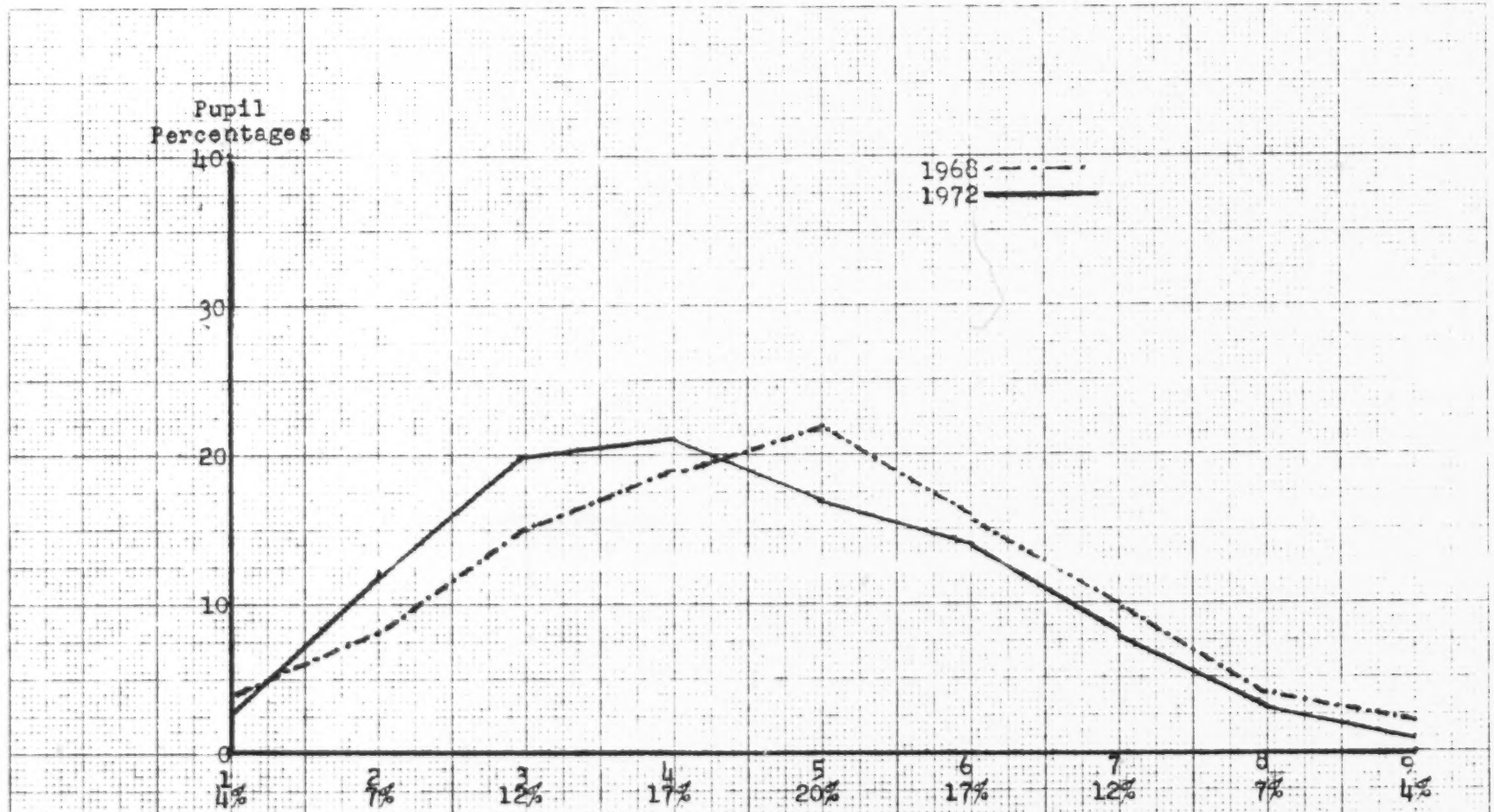

Fig.5.--Comparison of the Language achievement of 1,400 pupils in grades 5 through 12 in Overton County, Tennessee, schools, 1968 (fall), with the Language achievement of 1,541 pupils in grades 5 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Fomrs A and F, and Forms Am and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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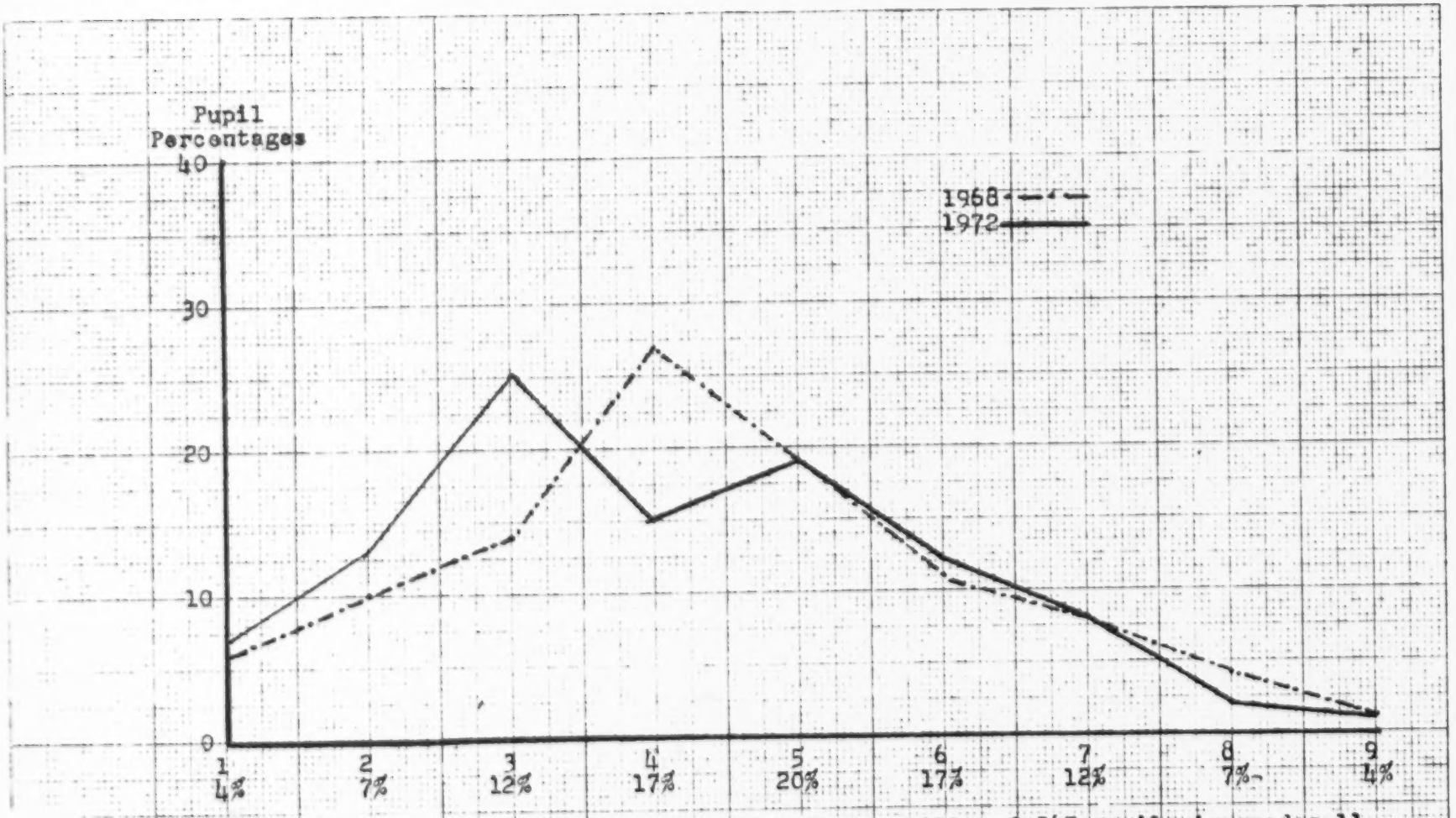

Fig.6.--Comparison of the Social Studies Study Skills of 267 pupils in grades 11 and 12, in Overton County, Tennessee, schools, 1968 (fall), with the Social Studies Study Skills of 256 pupils in grades 11-12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms Am and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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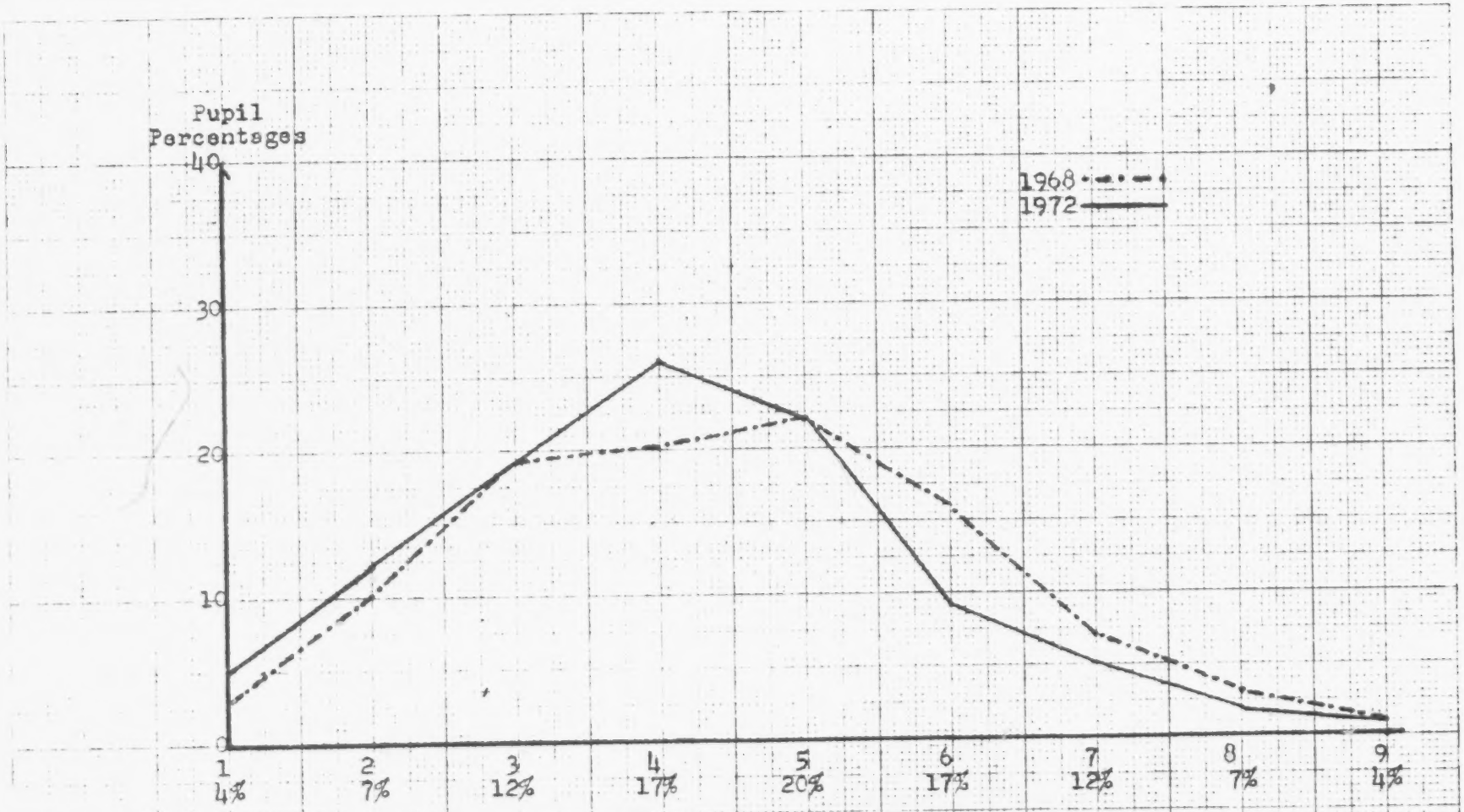

Fig.7.--Comparison of the achievement in Social Studies of 1,258 pupils in grades 6 through 12 in Overton County, Tennessee, schools, 1968 (fall), with the Social Studies achievement of 1,217 pupils in grades 6 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and Forms Am and F, and reported by differences in pupil percentages at each of the nine stanine levels.

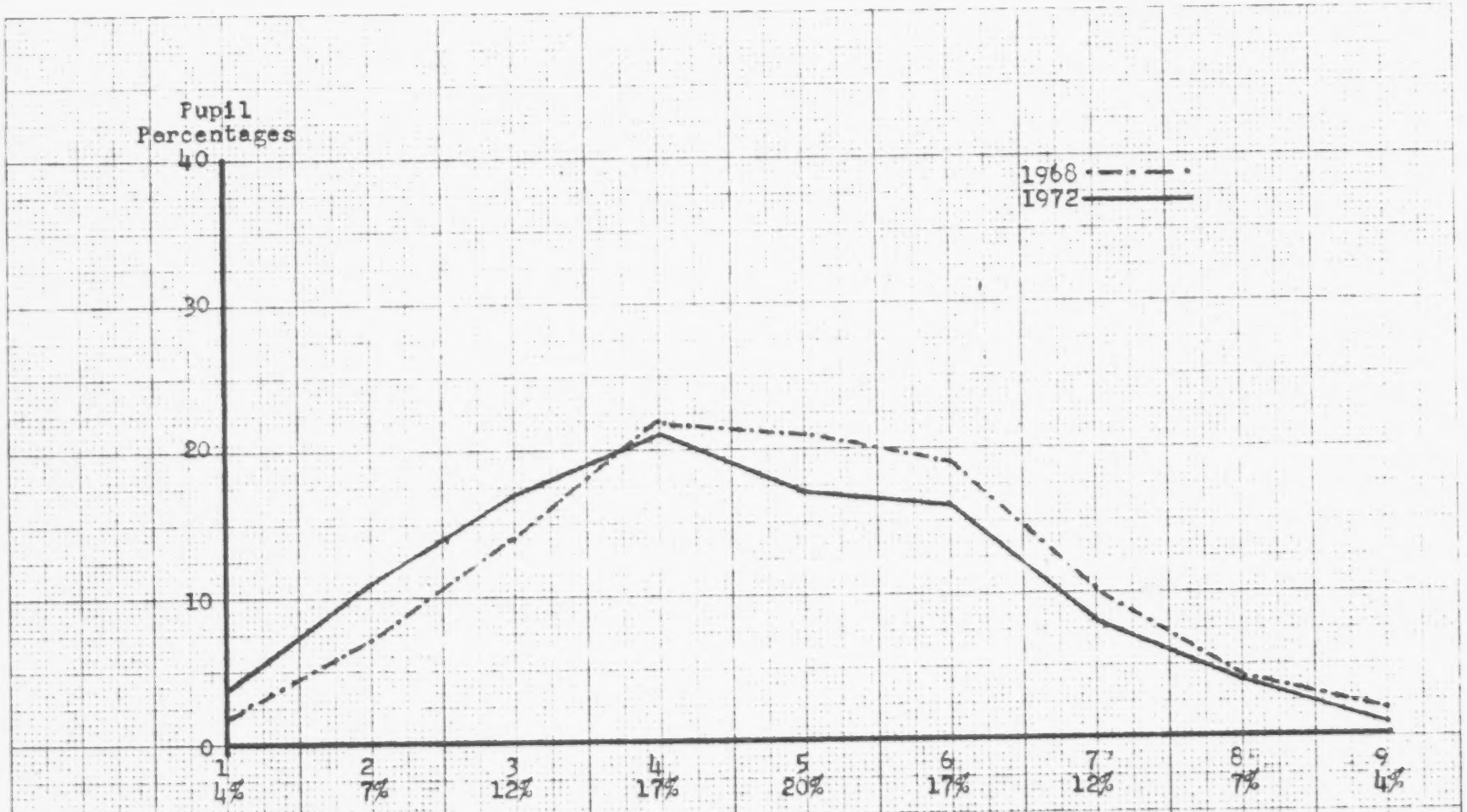

Fig.8.--Comparison of the Science achievement of 1,258 pupils in grades 6 through 12 in Overton County, Tennessee, schools, 1968 (fall), with the Science achievement of 1,317 pupils in grades 6 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and Forms Am and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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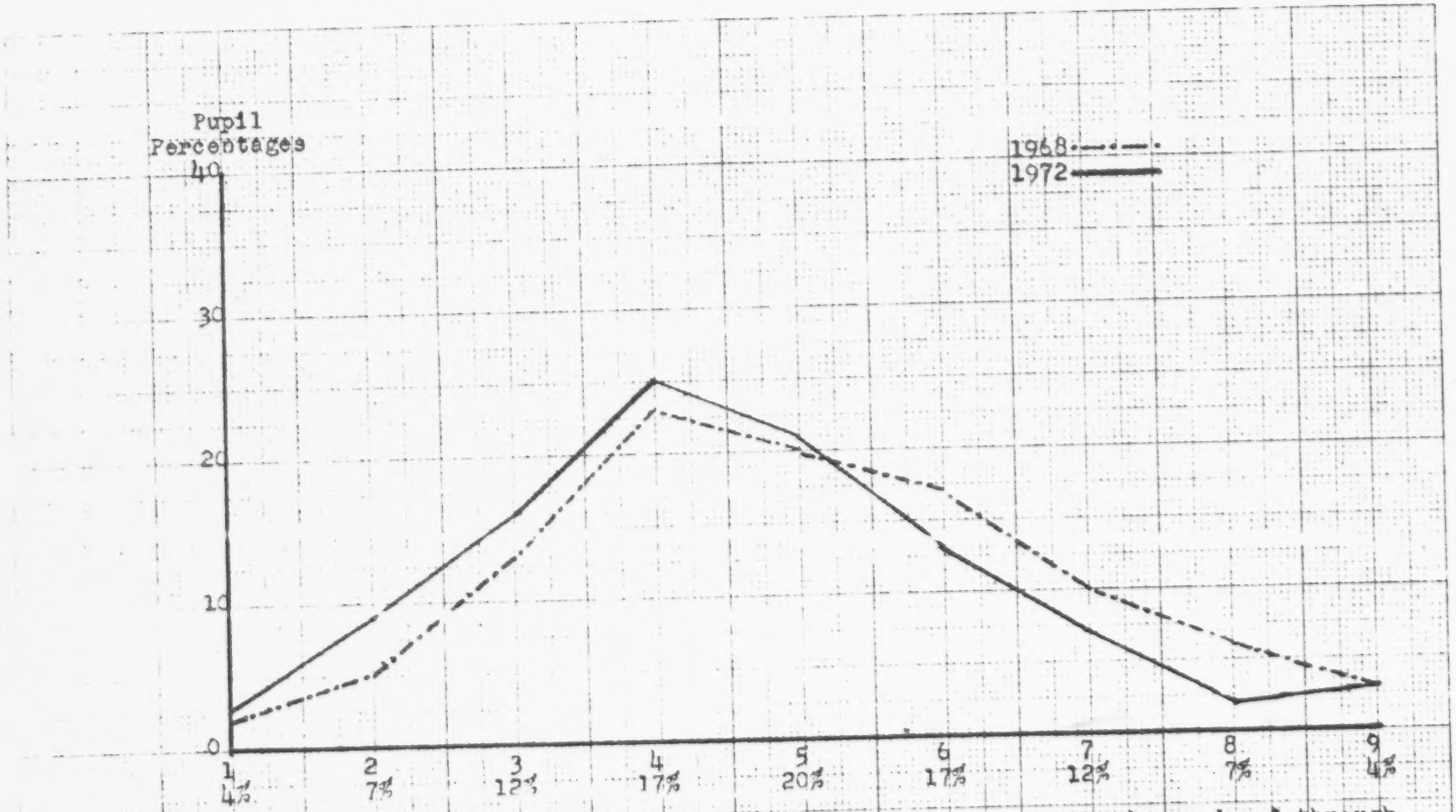

Fig.9.--Comparison of the Spelling achievement of 1,913 pupils in grades 3 through 12 in Overton County, Tennessee, schools, 1968 (fall), with the Spelling achievement of 2,006 pupils in grades 3 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and reported by differences in pupil percentages at each of the nine stanine levels.

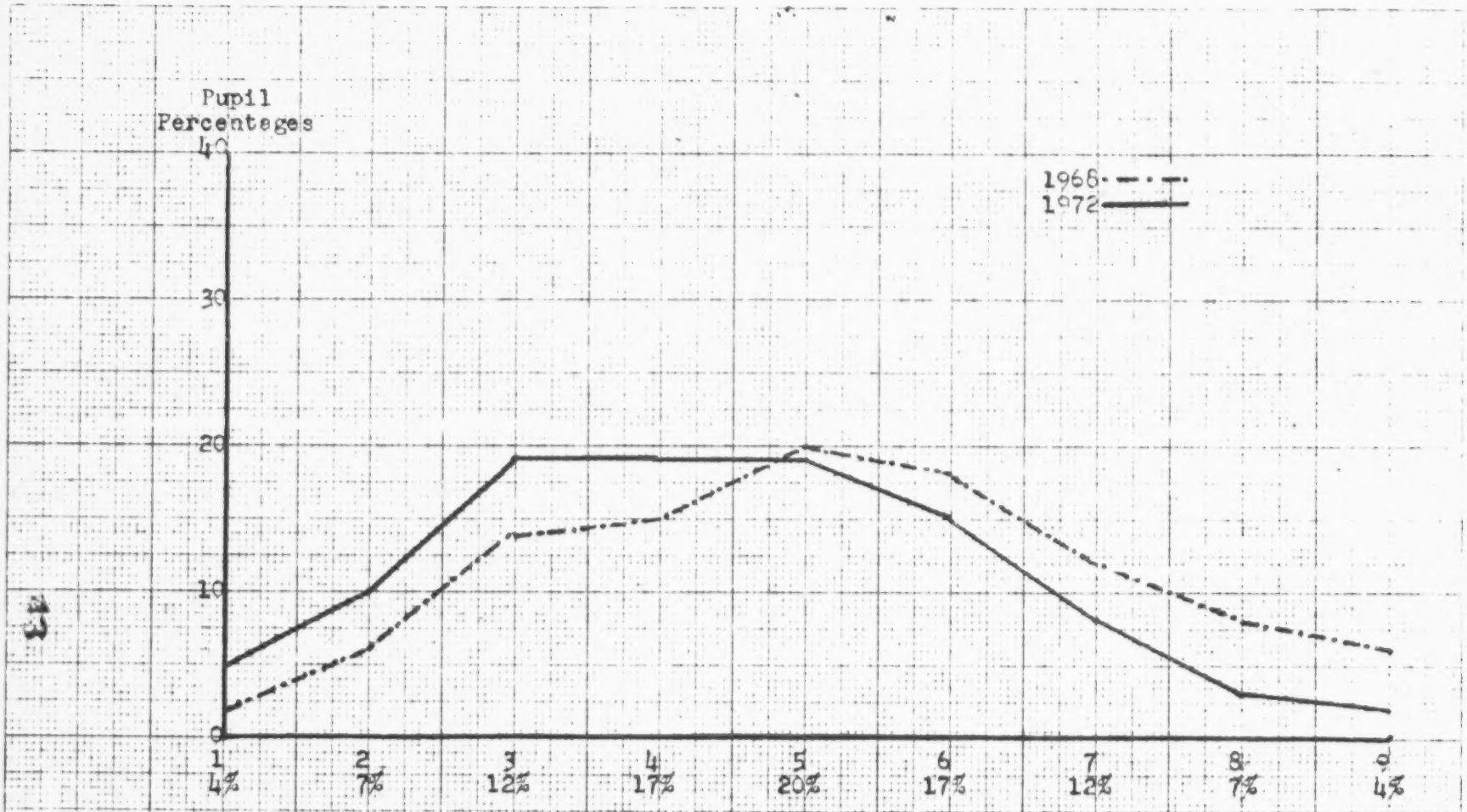

Fig.10.--Comparison of achievement in Mathematics Computation shown by 2,328 pupils in grades 1 through 12 in Overton County, Tennessee, schools, 1968 (fall), with the Mathematics Computation achievement of 2,506 pupils in grades 1 through 12, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropolitan Achievement Tests, Forms A and F, and Forms Am and F, and reported by differences in pupil percentages at each of the nine stanine levels.

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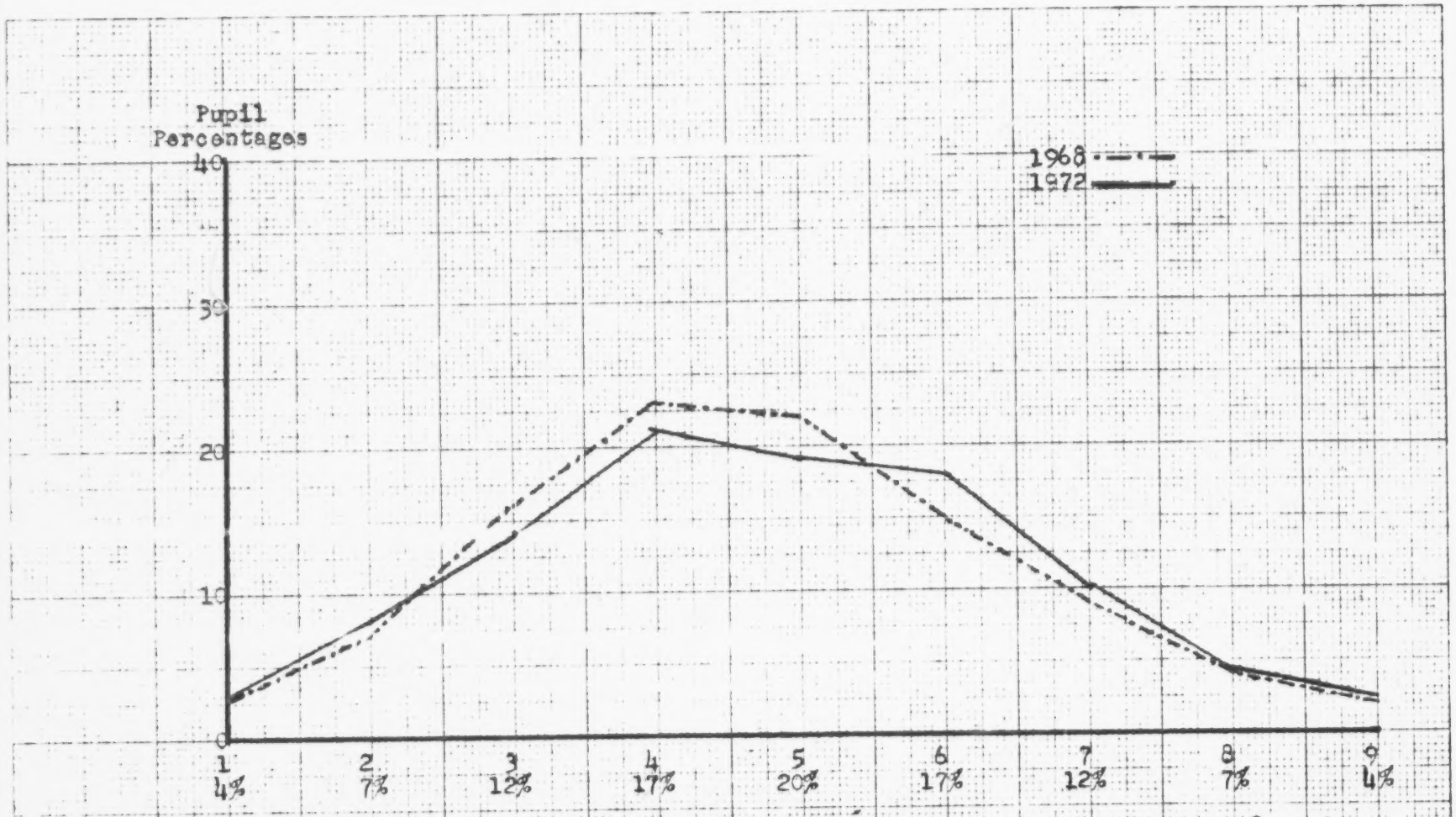

Fig. 11.--Comparison of achievement in Mathematics Concepts shown by 1,338 pupils in grades 3 through 8 in Overton County, Tennessee, schools, 1968 (fall), with the Mathematics Concepts achievement of 1,400 pupils in grades 3 through 8, 1972 (spring), based on differences between the 1968 and 1972 subtest scores made on the appropriate levels of the Metropaliton Achievement Tests, Forms A and F, and reported by differences in pupil percentages at each of the nine stanine levels.

SECTION IV

FINANCIAL REPORT

A. Available Funds for 1967-1972 (General)
B. Disbursements for 1967-1972 (General)
C. Available Funds for 1967-1972 (Detailed)
D. Disbursements for 1967-1972 (Detailed)

FIVE-YEAR FINANCIAL REPORT

For

Fiscal Year Beginning: July 1, 1967 Ending: June 30, 1972

Made To:

Central EIP Office
Atlanta, Georgia

By

Overton County Rural Education Improvement Project

Livingston, Tennessee
(Location)

Person Submitting Report: Edwin B Darnell
Projector Director

Approved: [signature]
Superintendent of Schools

Date of Report: July 14, 1972

A. Available Funds for 1967-1972 (General)
Overton County EIP

Balance on Hand July, 1967 (In Overton Bank Account)	$ 1,912.70
Received from Central EIP, 1967-1972	$ 408,196.76
Total Available Funds for 1967-1972	$ 410,109.46

B. Disbursements for 1967-1972 (General)
Overton County EIP

Total Funds Available for 1967-1972	$ 410,109.46
Total Disbursements for 1967-1972	$ 410,109.46
Balance on Hand June 30, 1972 (In Overton Bank Account)	$ - 0 -

C. Available Funds for 1967-1972
(Overton County EIP)

Time Period	Amount Received
Balance on Hand July 1, 1967 (In Overton Bank Account)	1,912.70
1967 Received from Central EIP	81,343.56
1968 " " " "	110,736.44
1969 " " " "	87,887.74
1970 " " " "	66,880.00
1971 " " " "	61,349.02
TOTAL " " " "	410,109.46

D. Disbursements for 1967-1972
(Overton County EIP)

Time Period	Amount Disbursed
1967-1968	76,742.50
1968-1969	115,321.18
1969-1970	85,763.49
1970-1971	67,497.75
1971-1972	64,784.54
Total	410,109.46

APPENDIX A

A DESCRIPTION OF OUTSTANDING EVENTS IN THE PROJECT'S INTERVENTIONS

TABLE 3

HIGHLIGHTS OF THE PROJECT'S INTERVENTIONS
1967 - 1972

Intervention	Year	Activities and Events
A. Communication Skills Development	1967-72	Remedial reading classes initiated for slow learners -
		County-wide kindergarten classes established -
		Testing program initiated -
		Speech instruction given at kindergarten level -
		ITA classes established at Livingston Elementary -
		Tool Technology instruction introduced at kindergarten level -
		Programs of cultural enrichment provided -
B. Family Involvement	1967-72	School-Home-Community Agent services utilized -
		Teacher home visitation program launched -
		Enrichment programs designed to involve parents -
		School programs displayed during open house sessions -
		Open hearings for public on school buildings -
		Adult Basic Education classes organized to improve educational status of parents -
C. Cultural Enrichment	1967-72	Enrichment trips to Children's Theater and Museum in Nashville -

Table 3 Continued

Intervention	Year	Activities and Events
C. Cultural Enrichment (cont')	1967-72	Performances given by the Tennessee Tech Brass Arts Quintet Summer school students attended play at Middle Tennessee State University in Murfreesboro and and visited Children's Museum in Nashville - Schools visted Livingston Elementary to hear performance by a Harpist from Memphis State University - Students, teachers and parents attended a number of plays at the Cumberland County Playhouse in Crossville - Schools attended a performance by the Nashville Ballet Society at the Joe L. Evans Community Center in Livingston - Marionette Programs by the Vagabond Marionettes of Atlanta performed for kindergarten classes -
D. Teacher Education	1966-72	Held planning sessions to help design the REIP - Teachers participated in 10-day program of sensitivity training - College courses to enhance professional growth provided to teachers - Summer workshops attended by teachers - School visitation program arranged for County Court, Board of Education and REIP Governing Board -

Table 3 Continued

Intervention	Year	Activities and Events
D. Teacher Education (cont')	1966-72	Point system instituted to allow teachers to choose their own route to professional growth -
		Micro-teaching project implemented to improve teaching performance in the classroom -
E. Non-Professional Aide Service	1967-72	Aide services made available to all schools -
		Correlated programs of Title I, REIP and Career Opportunities Program to allow aides to work part-time and attend college -
F. Tool Technology and Integrated Industrial Arts	1968-72	Introduced tool technology at the kindergarten level -
		Provided tool kits for all kindergarten classes -
		Encouraged the use of tools by providing a full-time instructor -
		Began building trades class at high school level -
		Completed two houses and remodeled a third -
		Renovated a furniture van to make a portable shop and tool storage room -
		Participated in meetings of Vocational and Industrial Clubs of America (VICA) -

APPENDIX B

PROJECT'S GOVERNING BOARD

Rural Center	Cooperating Organizations, Institutions, and Agencies	Representative on Governing Board	Year
Overton County Tennessee	Tennessee Technological University Cookeville, Tennessee	Dr. Hoyle Lawson Dr. Joe Sharpe	1967-69 1970-72
	Middle Tennessee State University Murfreesboro, Tennessee	Dr. Sam Ingram Dr. David Singer	1967-68 1968-72
	Tennessee State Dept. of Education Nashville, Tennessee	James C. Ward	1967-72
	Southern Association of Colleges and Schools Atlanta, Georgia	Dr. John Codwell Dr. Don Agnew Dr. Geo. Seward	1967-70 1967-70 1970-72